

SAFETY

DECEMBER 1969

Two Sections • Section One

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS





THERE IS A MOMENT

in all preparations for Christmas, when the holiday is no longer just "ahead," but excitingly present.

Especially for the children in the household or school classroom, this moment may come when the tree is brought in. Not many of us go out into the country any more to select or cut our own. More likely we and the youngsters travel out to a local lot or roadside stand, to wander amongst a man-made forest of rope-tied spruce, adjust our wants according to price and, finally, drive the tree to our own front walk.

But however we find "our" tree . . . and whether it comes in natural green or any of the frosted versions currently fashionable . . . for each family or school class, trimming the tree signalizes the beginning of a season of special delights. Absent family members or last year's high school graduates now at college will return to home and local school haunts. Gifts will be wrapped—later to be ripped open, wrappings lying in happy litter on the floor. Once-a-year family recipes will be popped into waiting ovens.

There'll be special decorations, special parties, special preparations . . . and multiplied hazards. From the tree itself (likely to burn if not properly watered). From decorations (too often not flameproofed, as they should be, at school parties and dances). From extra travel. (Traffic-wise, statistics from past years tell us Christmas Eve is likely to be the most hazardous night of the year.)

But these dire predictions need not come to pass. In every school and home the holiday season not only should, but can, remain a happy one. To make this more probable, SAFETY EDUCATION devotes its school posters and lesson units for this month to measures for a safe Yuletide—measures you can teach (or put to work) in your classroom. Measures you can take home or pass along to family members. For even a five-year-old can participate in accident prevention as he waters the family tree. And the 16-year-old or his elder brothers and sisters may well remain safer for the S-D day reminder that enjoying the holiday party calls for travel caution as much as it does for new clothes.

The remainder of our December issue is devoted to the 43rd National Safety Congress and to the suggestions that came out of that conference for your safety education efforts in the months ahead. Space does not permit publication of all important matters from the Congress in one issue; more material is scheduled for issues still to come. We hope you find the time in 1955 to fit these suggestions into your busy school schedule. But most of all, for now . . .

We hope you have a safe and merry holiday . . . one that is prelude to a new year filled with happy days!

ALICE M. ROBISON

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Contents of SAFETY EDUCATION are regularly listed in "Education Index."

S A F E T Y

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXV No. 4 Section One

Alice M. Robison, Editor
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Ned H. Dearborn
President, NSC



George C. Stewart
Exec. Vice President, NSC



Loretta Kehoe leads her students from the Andrew Cooke School, Waukegan, Ill., in recitation of the Safety Charter for Children and Youth. At the end the audience rose spontaneously to recite the pledge which concludes the Charter.

PUTTING the accent on youth is a well-known prescription for continued vitality. For school and college delegates particularly this seemed an underlying pattern throughout the week-long program of the 43rd National Safety Congress concluded in Chicago last October.

More so than in previous years, you ask? It seemed so. For this year Congress dele-

gates, and school and college delegates especially, not only *talked* about the greater safety of young people, they *listened* to the young people themselves!

The pronounced accent on youth was initially apparent on Monday morning, October 17, at the Annual Meeting of members in the grand ballroom of the Conrad Hilton Hotel. For here, after such notables as NSC President

Kimball Wiles, Prof. of Ed., University of Florida, keynotes the School and College first general session.

Carl C. Byers, Supt. of Schools, Parma, O., discusses action for safety.



L. to R.: Cecil Zaun, Forrest Gaines, Mary May Wyman, Edward Abramowski prepare for a review of the activities of the Safety Education Supervisors Section.

at the 43rd
National Safety Congress . . .

They Put the Accent on Youth

. . . and its safety



Lowell Fisher, Vice President for Schools and Colleges, NSC, addresses the annual meeting of the School and College Conference.

Ned H. Dearborn and Major Gen. Paul F. Yount, chief of transportation, U. S. Army, had spoken out for safety, teen-ager Betsy Evans of Akron, Ohio, advanced to the speaker's stand to "speak out for democracy." A hushed throng of Congress delegates from farms, homes, schools and industries of the nation heard Betsy's vibrant young voice pour out the testimony for our way of life which appears, full

length, on following pages of this magazine.

The accent on youth was apparent again on Monday afternoon, across Chicago's Loop at the Morrison Hotel. This time, before some 500 delegates gathered in the first general session of the school and college program, 35 elementary students from the Andrew Cooke School of Waukegan, Illinois, dramatically presented the newly formulated Safety Charter for Children and Youth. Equally dramatically, as the youngsters closed their presentation, the school and college delegates rose to pledge themselves to do all within their power to "meet these needs of children and youth."

That same evening, at a "bull session" of school and college delegates, safety educators from many corners of the country turned again to youth for important answers. This time they asked young people from the states of Louisiana and Pennsylvania . . . and student safety organi-

For Distinguished Service to Safety of Children and Youth . . .



L. to R.: Lowell Fisher presents Norm Borgerson, chairman, School and College Conference, with a plaque; Genevieve Squires, acting for the Safety Education Supervisors Section, pins an orchid on Laura Cory (retiring in June from Hamilton, Ohio, public schools and thus attending her 7th and last Congress as representative of her system); Cecil Zaus, Edward Abramowski receive plaques for service to the Driver Education and Safety Education Supervisors Sections, respectively.

zation sponsors . . . "how to make safety respectable in the minds of teen-agers." The answers they received were direct and to the point, arising not only out of the personal experience of the young people present, but also out of the successful work all of the "consultants" had done with local and state student safety groups.

Tuesday afternoon, with a "free choice" before them, school and college people turned once more to youth for answers to their current problems in safety education. This time, delegates lined up at the side door of the Morrison Hotel, filed into waiting cars or buses and set off on an afternoon-long tour of four separate Chicago public schools. Thus they viewed safety in action during the average school day, at representative elementary and secondary institutions as well as at the highly specialized Spaulding School for Crippled Children.

Wednesday evening, at the all-Congress banquet, the spotlight was turned once more on youth and school activities, as the a capella choir of New Trier High School, Winnetka, Illinois, entertained Congress delegates from every area of safety work. Honorable Arthur B. Langlie, governor of the state of Washington, gave the principal address that evening.

Actually, these were only some of the many highlights of Congress. Throughout that week, the safety of youth at elementary and secondary, as well as at college and university levels, was the constant subject of study for school people. It was a subject developed through some 50 group discussion and general meetings held Monday through Thursday, as well as in many behind-the-scenes committee meetings called during the same period. Phases of safety discussed ranged from the examination of "What is a safe school or college building?"

through the specific "Use of audio-visual materials for safety education." (These last included three new NSC safety films accorded their grand premiere before Congress delegates.) And throughout the week the delegates covered such important matters as:

- ▶ utilizing safe school buses for safety education
- ▶ implications of school liability and pupil insurance on safety education
- ▶ the attitudes conducive to safety
- ▶ playground surfacing and fencing
- ▶ driver education
- ▶ safety in practical arts shops and laboratories
- ▶ and many more.

Outstanding speakers at these various school sessions included NSC President Ned H. Dearborn; Kimball Wiles, professor of education and chairman of the division of secondary education, University of Florida; Carl S. Byers, superintendent of schools, Parma, Ohio; Robert Snediger, curator of reptiles and invertebrates at Chicago Zoological Park; Nils A. Lofgren, director of field services, Citizens Traffic Safety Board of Metropolitan Chicago; and many more well known safety educators and experts . . . men and women who this year, as in the past, gave willingly of their time and experience to delegates interested in advancing the scope and effectiveness of school and college safety work nationwide.

Meanwhile, throughout the city that October week, more than 12,000 other delegates to the same National Safety Congress were applying their individual experiences and insights to similar safety problems at every level of life. School and college people participated in many of these sessions as well. For example, they took particular pride in the fact that four of

At right: past presidents of the Safety Education Supervisors Section were honored at the Monday afternoon reception. Lonnie Gilliland, Norm Borgerson, Ed Abramowski, Jim Griffin, R. O. Duncan, Zenas Clark and Wayne Hughes (Director, School and College Div.) look on as Mary May Wyman cuts the birthday cake.



the six 1955 Carol Lane awards announced at a tea for women on Tuesday afternoon honored women or organizations who were directly connected with schools or whose traffic safety effort had been beneficial to school children. They also found interesting a Thursday afternoon session conducted jointly by farm, home, traffic and women's sections . . . a session which discussed school patrols and school crossing protection, along with "effective safety practices through the family physician."

It took a youth-minded group of delegates to keep up with the fast-paced Congress just closed. It took also a continuing and enthusiastic interest in the safety of young people. That characteristic was never better demonstrated during the week than it was on Monday afternoon at the reception for school and college delegates. Honored guests that afternoon were members of the Safety Education Supervisors Section, this year celebrating the 10th anniversary of its founding. Present for the reception were 7 of the 10 men and women who have served as past presidents of the section . . . plus a good number of the same men and women who were on hand when the section was organized in 1945. As their anniversary year contribution to safety the section had

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Dr. Herbert J. Stack, Center for Safety Education, NYU, addresses the annual driver education breakfast.



The headquarters room served as between-session meeting place for delegates. Here Ruth Jewell of the North Carolina Dept. of Pub. Inst. pins a note to the bulletin board.

Phelan Named Chairman of the Board, NSC

Clifton W. Phelan, president of the Michigan Bell Telephone Company, was elected Chairman of the Board of Directors of the National Safety Council at the Annual Council meeting on October 17.

At the same meeting the membership re-elected Ned H. Dearborn President of the Council. Harry Read, executive assistant to the secretary-treasurer of the Congress of Industrial Organizations, was named to the position of Vice President for Labor. All other Council officers were re-elected.

The following day at the meeting of the Board of Directors, the Board voted to make the Council presidency a salaried position. The Board also voted a change in the Council by-laws, adding to the duties of the President the secretaryship of the Trustees and liaison between the Trustees and the Board of Directors . . . responsibilities formerly assigned to the Executive Vice President.

The Board elected George C. Stewart Executive Vice President. Mr. Stewart will continue to carry the responsibilities of General Manager along with those of his new position, which makes him chief executive officer of the Council.

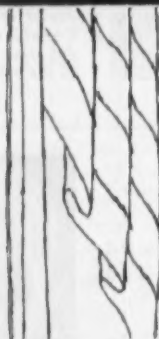


Clifton W. Phelan
Pres., Michigan Bell
Tel. Co.
Chairman, Board of
Directors, NSC



I Speak for

By Elizabeth Ann Evans
Akron, Ohio



Miss Evans' essay was delivered before the annual meeting of the 43rd National Safety Congress in Chicago on October 17. The essay won top honors in the 1953-54 Voice of Democracy contest co-sponsored by the National Assn. of Radio & Television Broadcasters, the Radio-Electronics-Television Manufacturers Assn., and the U.S. Junior Chamber of Commerce.

I am an American.
Listen to my words, Fascist, Communist.
Listen well, for my country is a strong country,
and my message is a strong message.
I am an American, and I speak for democracy.
My ancestors have left their blood on the green
at Lexington and the snow at Valley Forge
... on the walls of Fort Sumter and the fields
at Gettysburg
... on the waters of the River Marne and in
the shadows of the Argonne Forest
... on the beachheads of Salerno and Nor-
mandy and the sands of Okinawa
... on the bare, bleak hills called Pork Chop
and Old Baldy and Heartbreak Ridge.

**A million and more of my countrymen
have died for freedom.**

My country is their eternal monument.
They live on in the laughter of a small boy as
he watches a circus clown's antics
... and in the sweet, delicious coldness of the
first bite of peppermint ice cream on the
Fourth of July
... in the little tenseness of a baseball crowd
as the umpire calls "Batter up!"
... and in the high school band's rendition of
"Stars and Stripes Forever" in the Memo-
rial Day parade
... in the clear, sharp ring of a school bell
on a fall morning
... and in the triumph of a six-year-old as he
reads aloud for the first time.

They live on in the eyes of an Ohio farmer
surveying his acres of corn and potatoes and
pasture

... and in the brilliant gold of hundreds of

Democracy



acres of wheat stretching across the flat miles of Kansas
 . . . in the milling of cattle in the stockyards of Chicago
 . . . the precision of an assembly line in an automobile factory in Detroit
 . . . and the perpetual red glow of the nocturnal skylines of Pittsburgh and Birmingham and Gary.

They live on in the voice of a young Jewish boy saying the sacred words from the Torah: "Hear O Israel: the Lord our God, the Lord is One. Thou shalt love the Lord thy God with all thy heart and with all thy soul and with all thy might."

. . . and in the voice of a Catholic girl praying: "Hail Mary, full of grace, the Lord is with thee . . ."

. . . and in the voice of a Protestant boy singing: "A mighty Fortress is our God, A Bulwark never failing . . ."

An American named Carl Sandburg wrote these words:

"I know a Jew fisherier down on Maxwell Street with a voice like a north wind blowing over corn stubble in January. "He dangles herring before prospective customers evincing a joy identical with that of Pavlova dancing.

"His face is that of a man terribly glad to be selling fish, terribly glad that God made fish, and customers to whom he may call his wares from a pushcart."

There is a voice in the soul of every human being that cries out to be free. America has answered that voice.

America has offered freedom and opportunity

such as no land before her has ever known, to a Jew fisherier down on Maxwell Street with the face of a man terribly glad to be selling fish. She has given him the right to own his pushcart, to sell his herring on Maxwell Street.

. . . she has given him an education for his children, and a tremendous faith in the nation that has made these things his.

Multiply that fisherier by 160,000,000—160,000,000 mechanics and farmers and housewives and coal miners and truck drivers and chemists and lawyers and plumbers and priests—all glad, terribly glad to be what they are, terribly glad to be free to work and eat and sleep and speak and love and pray and live as they desire, as they believe!

And those 160,000,000 Americans—those 160,000,000 free Americans—have more roast beef and mashed potatoes,

the yield of American labor and land;

. . . more automobiles and telephones,

. . . more safety razors and bathtubs,

. . . more Orlon sweaters and aureomycin,

the fruits of American initiative and enterprise;

. . . more public schools and life insurance policies,

the symbols of American security and faith in the future;

. . . more laughter and song than any other people on earth!

This is my answer, Fascist, Communist!

Show me a country greater than our country, show me a people more energetic, creative, progressive—

bigger-hearted and happier than our people, not until then will I consider your way of life. For I am an American, and

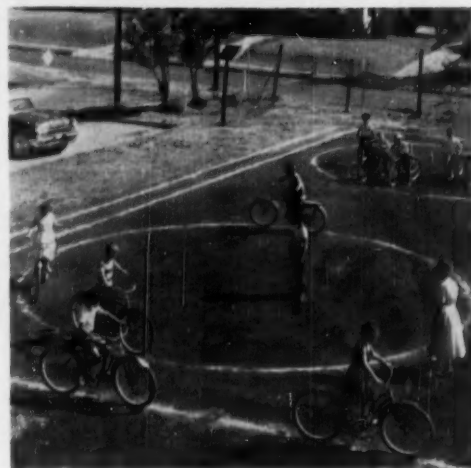
I speak for democracy.

The Carol Lane Awards program
announces its 1955 awards to
women and women's organizations
and parents' groups for traffic
safety campaigns. But the schools
and local communities prove to be

The Real Winners

by Alice Robison

Below, the winners pose with Carol Lane and the first place trophies. Left to right: Mrs. J. A. Crawford, Mrs. W. S. Brimhall, Mrs. F. Sands, Carol Lane, Mrs. P. W. Hodges, Mrs. Glen Rabb, and Mrs. J. S. Gardiner.



At top Mrs. Rabb and student patrolman Ray Longshore. Immediately above, playground circles help bike safety.

Be your brother's keeper. Stop Accidents!

It was the general theme of the 1955 National Safety Congress.

Throughout Congress week, it was never better illustrated than on Tuesday afternoon, October 18, when Marion E. Martin, vice president for women's activities, NSC, introduced the 1955 Carol Lane Award winners.

Of the six women honored that afternoon . . . three for personal activities in the field of traffic safety, three as leading representatives of women's organizations equally active for traffic accident prevention in their communities . . . four women or organizations received their awards for community safety efforts involving or directly beneficial to the safety and safety education of school children.

Individual awards this year went to:

- First place: Mrs. P. W. Hodges of Tucson, Arizona.

(Wheeler photos courtesy of Shell Oil Co.)



Above: a student patrolman instructs a Wheeler first grade class in traffic light operation. The teacher watches from the background as youngsters learn traffic light safety plus respect for members of their school safety patrol.

- ▶ Second place: Mrs. Glen Rabb, principal of the W. J. Wheeler elementary school in Commerce, Texas.
 - ▶ Third place: Mrs. Marie E. Gardiner of Baltimore, Maryland.
- Group awards were received by:
- ▶ First place: Women's Division, Greater Minneapolis Safety Council.
 - ▶ Second place: Parent-Teacher Council, Provo, Utah.
 - ▶ Third place: The Black Mountain, North Carolina, Woman's Club.

All honored women received traffic safety statuettes; this year in both categories first awards also carried with them U. S. bonds for \$1,000; second place awards were accompanied by bonds of \$500 each; and third awards received bonds for \$250 apiece. The program is sponsored by the Shell Oil Co.

Mrs. Hodges and Mrs. Gardiner (individual

award winners) were honored for outstanding work each had done in her home state to organize club women into effective working groups for traffic safety. The other four winners were honored for school-connected projects . . . Mrs. Rabb for her year-round program with children in her elementary school, the Minnesota, Utah, and North Carolina groups for special projects aiding the safety of youngsters in elementary and high schools of their communities.

Mrs. Rabb's individual achievement is particularly notable. Her school, located on one of the main Texas highways leading to Dallas, has an annual enrollment of approximately 235 children. Led by Mrs. Rabb, back in September of 1952 the teachers and patrons of Wheeler planned a three year safety program emphasizing traffic safety. When school opened in September of 1954 plans were already set up and safety committees organized . . . safety

committees which included pupils, patrons, teachers . . . with added cooperation from and with community and outside organizations.

For the children of the Wheeler school the intensified traffic safety program meant the making of posters illustrating the safe routes to school. It also meant participation in special bicycle safety programs in classrooms, auditorium, and on the school playground. It meant listening to speakers from the city, the state highway department and the local railroad . . . all of whom visited the school at the invitation of Mrs. Rabb to give talks, present awards, and help with the bicycle rodeo. For the children, the program also meant being an active part of a safe driving slogan contest intended to inform and inspire the community on the subject of traffic safety. And, because of all these efforts, the intensified traffic safety program resulted eventually in the children acting as stars in a TV program filmed at the school and later televised throughout the state . . . to tell the greater southwest about safe practices and traffic safety education in the schools.

Mrs. Rabb's efforts extended from the school program into the community. A speaker's bureau was set up. Through it, teachers, Mrs. Rabb herself and others on the school program made themselves available to the community as speakers for safety. Later, Mrs. Rabb visited a nearby school, here conducted a county-wide workshop to instruct teachers in Hunt County in choosing suitable safety subjects. And last summer she cooperated with East Texas State Teachers College, conducting a Teachers College workshop at Wheeler school for 40 public school teachers from Arkansas, Louisiana, Oklahoma, California and Texas. In this workshop the teachers had access to Wheeler courses of safety study.

Just as Mrs. Rabb's efforts were indicative of how results for safety can extend from the school into the community, projects for which the 1955 Carol Lane group awards were made indicate how much, in turn, a community can do to increase safety for its school-age youth. For example, the Women's Division of the Greater Minneapolis Safety Council . . . an organization of volunteers who are homemakers, clubwomen and business women . . . initiated the idea of a high school licensed driver award program.

Suggested in May, 1954, the Minneapolis program was worked and re-worked during the summer months of that year, submitted in turn to a Michigan psychiatrist, a New York insurance executive, educators from many sec-

tions of the country. As finally evolved and accepted by the Minneapolis Board of Education and the Driver's License Bureau of that state, the "NO-ACS" traffic award program was designed to allow all high school students who are licensed drivers to take part in a traffic accident prevention program, and to receive auto emblem awards for each school half-year period in which they can report no accidents or moving traffic violations.

Only responsibility of the licensed student driver in the Minneapolis program is to register with an authorized student committee, to avoid accidents and traffic violations and to return to the committee at the end of the school semester to apply for the award emblem. Applications are checked for accuracy at the Driver's License Bureau of the state by the Women's Division of the Safety Council; there is no faculty responsibility for the program.

Four Minneapolis high schools asked permission to be "pilot schools" for the program. A total of 550 students registered to participate; 527 of them received emblems at the end of the program. These young people were honored at assemblies set aside in each school for the purpose; a delegation of safety council officials, school officials and the mayor attended. A battery of TV cameras, radio microphones and local newspaper reporters present at the assemblies added publicity both to the program and the traffic safety achievements of these young people. Result: this fall the "NO-ACS" program was instituted in all Minneapolis public high schools and, by request, in parochial and private high schools as well.

Women in Provo, Utah, won Carol Lane recognition for a program originated several years ago by a teen-ager for elementary school youngsters . . . but brought to full operation during the past year by the city's parent-teacher council. The S.O.S. (Safety On Streets) bicycle safety program was started in Provo several years ago by teen-ager Janelle Brimhall. She taught the city's bike ordinances to a small group of neighborhood children, coached them on proper signaling and handling of bikes. Pleased parents asked her to repeat her project the following summer. But there were too many requests for one teen-ager to handle; she applied to the local safety council for help.

Then it was that the city's PTA safety chairman and two other women (one of them Janelle's own mother) went to the chief of police and superintendent of schools with their idea for a bike safety project operating through the schools with the assistance of the PTA, the

Board of Education, the police department and the city recreation department.

The final plan outlined a program in which every child in the Provo elementary schools, grades two through six, would be taught the bike ordinances in the classroom, have an opportunity to learn safe bike riding on the school playgrounds. Afterwards a police officer would show a film and give a talk on safe bike riding. This would be followed by standardized oral and performance tests taken by each child. The tests would be under the supervision of a police officer; PTA's would provide personnel for actual testing at each school and for stencilling "S.O.S." on bike fenders of those students who passed. Finally, the city recreation department would provide two activities during summer months for S.O.S. members. Since March of 1954 about 800 children have participated in the program.

The women of Black Mountain, North Carolina, faced . . . and met . . . a series of problems connected with community and school safety this past year. Black Mountain is a small community of about 1,800 which increases in size three or four times during summer months because of an influx of tourists. A year ago this time teen-agers were to move into a new high school; elementary children would take over the former high school plant located on a much traveled U. S. highway. A sidewalk to the school had been needed for some time; it was imperative now that elementary age children were to use the school plant. But no action came until the women appealed to townspeople, to officials, and to local organizations. Eventually, with offers of materials, labor, machinery and the like from interested individuals, the long-stymied project got under way, was completed three weeks after the six year olds moved into the building.

Meanwhile, the women of this community were also concerned about an over-all school safety program. Booklets, a poster contest, movies, and talks to the children by members of the state highway patrol got the program started. These activities were followed by a safety committee's inspection of the grammar school plants and locations to determine needs. New school road signs were located by the Highway Patrol after a request from the women for assistance. And a school safety patrol, opposed at first by some, was finally organized . . . with teacher sponsors and a training program for the youngsters. Later an auxiliary school bus patrol was also organized. And a bicycle

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WHEELER SCHOOL ACHIEVES FIRST PLACE IN ANNUAL ROY ROGERS SAFETY PROGRAM

During the week of October 17, while Mrs. Glen Rabb, principal of the Wheeler School, Commerce, Texas, was in Chicago for the 43rd National Safety Congress, Roy Rogers named her school winner of first honors in his 7th annual School Safety Awards Program.

Oakton School of Evanston, Illinois, received second honors. Third place went to the Andrew Johnson El. School of Oklahoma City. Twenty-one first-in-state winners were also named. First seven of these best-in-state winners . . . which, added to the top three, constitute the leading ten schools in the 1955 program . . . were:

Wasatch El. School, Clearfield, Utah; Miller El. School, Huntington, W. Va.; Whittier El. School, Toledo; Horace Mann El. School, St. Paul, Minn.; Public School #2, Baltimore; Warm Springs El. School, Warm Springs, Va.; and Polytechnic El. School, Fort Worth, Texas. Other state winners were from Alabama, California, Colorado, Conn., Florida, Georgia, Iowa, Kentucky, Miss., New York and Oregon.

Mounted statuettes of Rogers' famous horse, Trigger, plus 3-D View-Master classroom projection equipment (see below) will be awarded to the top three schools, with Rogers and his wife, Dale Evans, visiting the Wheeler school to make the awards in person. Best-in-state winners receive smaller statuettes.

Awards were announced following evaluation of more than 200 finalist entries by 65 teachers in a summer safety course conducted at the University of Southern California by Cecil Zaun, Superintendent of Safety for the Los Angeles public schools. Their recommendations were approved by a national advisory committee of educators headed by Victor E. Leonard of Greenwich, Conn., and Wayne P. Hughes, director of the School and College Division, NSC.

Thelma Reed, principal of the Frances Willard School of Kansas City, has been elected chairman of the advisory committee for the current school year.

Miss Reed appears on right of the picture at top, taken at the Congress reception for school and college delegates. Others in the picture include Ruth Jewell, Dept. of Pub. Inst., North Carolina; Wayne Hughes; Mrs. Rabb, and John Hill, Texas A&M College System.



Basic Principles For Safety Education

as presented to the School and College Conference meeting in Chicago October 16, just prior to the opening of the 43rd National Safety Congress



Too often those of us involved with safety education for children and youth become so involved in specific problems of the moment that we find ourselves drawn further and further away from basic principles.

Cognizant of this possibility, some time ago the Safety Education Supervisors Section set up a committee on basic principles, asked them to draw up a declaration which would form a background and provide a general outline of activity for all our efforts. The committee presented its completed declaration to the Safety Education Supervisors executive committee meeting just prior to the 43rd National Congress and, with their approval, to the annual meeting of the School and College Conference.

The final result is reprinted here . . . with applause for the fine work of Chairman Eliza Callas and committee members Zenas R. Clark, Arthur W. Gilbert, Harold K. Jack, D. W. Kralovec and C. Benton Manley.

OUR democratic way of life operates in accordance with certain basic principles which have been derived from past experiences in an ever changing society. It emphasizes self-realization and encourages a critical evaluation of living, to the end that a better way of life may be achieved for all.

The school is an agency of society, and is responsible for designing and guiding the development of an educational program which will meet the needs of the individual in an era of cultural change. The needs of human beings living in a particular environment give direction to the total educational process. This considers our democratic ideals and values, the needs and interests of the individuals, and the needs of society.

Therefore, the following principles may serve as a guide for the development of a safety education program.

Introduction:

Safety education should be a responsibility of society and should be consistent with our best understanding of human growth and the development of society.

The machine age has redesigned our pattern of living. It has introduced hazards into all phases of human activity with the result that accidents in our age are a major problem which can be met with the help of an effective educational program.

The school should provide leadership in promoting safe living.

The rapid scientific strides of our time make it imperative that education focus specific attention on the persistent problems of accidents. Educational leadership has the responsibility of providing effective guidance and direction toward cooperative participation in a democratic society for safer conditions.

Safety instruction should be an integral part of the school program and should further develop understandings, attitudes, values, skills, habits and appreciations which will assist the learner in meeting the responsibilities of safe living in today's world.

Safety instruction should seek to develop fully the potentialities of the "whole

child" as a happy, well-integrated personality, who can contribute to a better way of life for all. The school should carefully select and plan safety experiences, the method of instruction, and the use of instructional materials to meet the needs of each individual. The learning environment, therefore, should provide experiences that continuously challenge the individual to think clearly and to act wisely in terms of safe living for himself and others.

The school should utilize community resources to implement its program and to further supplement its efforts in safety education.

Safety Education should be a vital part of community life. It requires cooperative planning, selecting, and utilizing community resources to the extent that they will contribute to and enrich the quality of safety education. It must be developed with an awareness of the pattern and characteristics of child growth and development. Educating each child for safe living must take into consideration all factors that influence his attitude toward life.

Safety education should develop a continuous awareness of the value of human life and the physical well-being of individuals, and at the same time recognize the achievement of others in meeting these requirements.

Life and human well-being are priceless and can be conserved only to the extent that we are aware of and can appreciate their value.

Safety education should be continuous and contribute to the enrichment of all areas of living.

Education is the ongoing process of life, and safety education is the continuous process of conserving it. The safety experiences in school should be continuous and consistent with those out of school. Safety Education should help each individual not only to avoid accidents, but also to free him to live "life more abundantly."



Safety Education

How is the safety program carried on in the schools of other countries? To find the answer to this question, we asked the ministers of education of four foreign countries to outline their safety education program for us. Our questions were these: *How do you go about teaching safe attitudes and practices in the schools of your country? Are these attitudes and practices stressed at any particular age? In your opinion, what is the school's responsibility in teaching safety to its students?*

Here are their answers:

Dr. J. M. L. T. Cals
*Minister of Education, Arts
and Sciences
The Hague,
Netherlands*

In building a right attitude among youth with regard to safety in general, schools for general education have a more limited task than schools for vocational training, and especially schools for technical training.

In schools of general education, it is necessary that, at an early stage, the dangers which threaten the pupils in and out of school be pointed out to them, and that they be taught safe attitudes and safe practices.

Control of pupils inside the school building should be such that the chance of accidents occurring be reduced to a minimum. This is of special importance for the school opening and closing hours and for intervals between lessons. It goes without saying that safety in

the schools is also largely dependent on structural planning and school equipment.

In order to prevent accidents outside of school, attention should be given the most important traffic rules. In the Netherlands this is being done more and more by introducing in the elementary schools traffic classes, given by policemen. In many cases, after a series of instructions, pupils may undergo a traffic exam.

Further, in several of the larger cities school-children act as crossing guards for the smaller children on their way to school or home.

Incidentally, when the occasion presents itself in the lessons, safe attitudes are taught relative to handling dangerous objects, such as electrical apparatus, shells, etc.

It is of still greater importance that safe attitudes and practices be taught to the pupils of schools for technical and vocational training. In these schools special attention is given to the safety measures which the pupils themselves will have to apply in the factories or in everyday housekeeping after they have left school. This attention to safety is even extended to layout of practice rooms and workshops for the students, and their safe employment of machines, tools and instruments.

These schools also are continually in touch with the State Labour Inspection, which is charged with supervision of safety regulations in factories and schools. These schools seek to accustom their pupils to these regulations, which quite often include a restriction of freedom, and see that they understand the utility of such measure for their own safety.

Those who are being trained for a function in the technical industries receive a thorough theoretical and practical instruction on the subject of legislation concerning public safety.

In general, due attention is given to safety during the whole cycle of education given at the schools for technical and vocational training. I cannot say that safe attitudes and practices are particularly stressed at any given age.

In my opinion, vocational and technical schools bear an especially great responsibility with regard to safety; at the same time, they

Around the World

are in the favourable position that, except for advanced instruction in traffic safety, they can actually practice industrial safety regulations within their walls.

Paolo Rossi
Minister of Education
Rome, Italy

The Central Education Authorities of Italy take a great interest in building up among students of Italian schools safe attitudes and habits which can be seen not only as a means of preserving life, but also as a way of paying due consideration to the human personality.

In spite of the fact that most Italian schools are government schools, whose curriculum is stated by the Ministry of Education, the greatest freedom is allowed teachers in organizing their education program—which means free methods and practices in every field of education, safety education included.

Nothing is done by the Central Education Authorities directly for safety education except (a) pointing out what should be suitable for safety education in the school; (b) welcoming any help which can be given to the school from outside, both from public or private sources.

In fact, concerning statement (a), the latest state program for elementary education, which just came into operation all over Italy in October, 1955, states, "... a peculiar importance must be given to all experiences which aim at due consideration of others, things, public premises, of walking and driving rules, and of those rules concerning public health."

Concerning statement (b), the Ministry of Education allows the I.N.A.I.L. (National Institute for Worker's Insurance), the E.N.P.I. (National Society for the Prevention of Accidents) and the A.C.I. (Automobile Club of Italy), to send books, pamphlets, cartoons, etc., to elementary, high and adult education schools to give practical instruction by means of movies and trained lecturers and instructors, to organize summer schools for teachers, and to hold competitions for both teachers and pupils.

By means of the Ministero della Difesa (Min-

istry of Defense), a peculiar stress in the school is laid on that kind of safety education which warns children against undetonated explosives, grenades, etc.

These attitudes and practices are particularly stressed at the ages of nine to 14 in elementary, post-elementary, grammar schools, and sometimes in adult education schools, the so-called "Scuole Popolari". In high school, safety education is a part of physical education. It is compulsory for a physical education teacher to devote monthly not less than one hour exclusively to safety education.

It must be emphasized that the school's responsibility in teaching safety to its students is great, since they do not usually get a good safety education at home.

In a world which is continually changing and becoming more and more complicated because of a growing industrialism, safety education is of utmost interest to society itself. Thus, if we agree that education is not only a matter of instruction and information, but mostly of the building up of a whole human personality, which involves education in human relations too, safety education is a concern of human relations; then, the school's responsibility is beyond question.

Safety education is a matter of life; in a "scuola attiva," or progressive school, where learning by doing is from life and for life, safety education cannot be left aside.

Joaquin Ruiz Jimenez
Minister of Education
Madrid, Spain

There is no organization in Spain which teaches pupils to avoid accidents through the application of concrete standards. The reason for this is that there are very few accidents of which school children are the victims.

But in all the national schools and colleges in Spain, special classes are held and instructions given regarding risks pertaining to traffic, floods, storms, fires and accidents in general. These classes have the benefit of graphic mate-

Please turn to page 38.



Safety and Civil Defense:



A NEW APPROACH



Michigan today is integrating safety and civil defense in the schools; a new publication gives program ideas.



by **Norman E. Borgerson**
*Deputy Superintendent of Public Instruction
Lansing, Michigan*

A NEW approach to the organization of the safety and civil defense program in Michigan is reflected in a recent publication titled, *Civil Defense and Safety Manual—a Program for Michigan Schools*.

The publication itself and the idea of integrating safety and civil defense in the schools came as a result of a meeting called jointly by the Michigan civil defense authority and the superintendent of public instruction. This meeting, held in Lansing a year and one-half ago, brought together civil defense and school administrators from so-called target area cities of our state.

Called to determine what was needed to develop a good civil defense program, the conference opened with a presentation of the program by members of the two agencies. Then the group was divided into three sections to deal with various aspects of the problem. Membership of the groups was the same: school administrators and civil defense officials. Each section in turn made a report later in the day. And while assigned different topics, almost identical suggestions about the school program came from each of the three groups.

They all recommended: first, that there be a civil defense education publication carrying the official stamp of approval of the superintendent of public instruction, and, second, that civil defense be related to the safety activities in the school. They urged integration of the two activities because there was considerable

overlapping; fire safety, first aid and driver education, for example, were needed alike in the safety education program and civil defense education. Also, tying the two together would make civil defense a continuing activity in the schools . . . a desirable situation since all groups agreed that civil defense should consider not only war situations but also natural disaster services.

As a result of these recommendations, the superintendent of public instruction named three persons within the department to work in cooperation with the Michigan civil defense authorities and the state safety education committee to prepare a bulletin for use of the person in charge of the program in the school, whether his title be safety and civil defense coordinator, chairman, or supervisor. The Office of Civil Defense agreed to finance the bulletin.

Now published, the bulletin has been released to all Michigan schools. It carries forwards by the governor, the director of civil defense, and the superintendent of public instruction. The book itself includes a full section on the school civil defense education programs, covering such items as: civil defense and the curriculum, air craft warning service, glossary of civil defense terms, and a bibliography of instructional materials. Also important; the bulletin offers illustrations of good curriculum adaptation; suggesting how civil defense and safety may be taught in connection with social science, language arts, vocational education, and pointing out the importance of health and physical education (and even the need for good recreation) in connection with civil defense activities. It is suggested that the teacher deal with civil defense, not as a program of fear but rather as one designed to overcome hysteria through proper information and training and the development of good attitudes.

The publication also carries information on fire safety and school patrols, the teaching of first aid in the schools, pedestrian safety, and recommendations covering athletics, playgrounds, corridors and the safe use of bleachers. There are chapters on school bus safety, driver education programs, bicycles, motor scooters, safety in the home, on the farm, recreational and water safety, and accident reporting.

The bulletin is not published with the idea of furnishing a Michigan coordinator all the information necessary for him to be a capable and qualified leader in this field. Instead . . . as pointed out by Dr. Clair L. Taylor, superin-

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baby sitting

The problem

1. Baby sitting . . . taking charge of a baby, a child, or several children while parents are away for short periods . . . has become a definite part of our culture today. There are many mothers who now help support their families by working either full or part-time outside the home. There are many current activities which take mothers away from their homes for short periods. And there is less full-time help in homes. As a result, babies and small children are spending a great deal of time with sitters. This makes baby sitting . . . and the safety of the children and the sitter . . . a subject of major concern to the community as well as to parents of both children and sitters.

2. With more and more teen-agers finding baby sitting a profitable and interesting business, communities should recognize the need for interest and action. It might be well to establish courses in safe child care for young people who are likely to be interested in baby sitting as part-time work. Several communities have done so, and some youth organizations do so for their members. Parents of sitters, as well as parents who employ sitters, could do much to encourage this type of safety education.

3. In some cities the increasing baby sitting business has already given rise to many types of sitters service bureaus. Welfare agencies advise working mothers to come to them for help in selecting sitters. The state of Missouri has a "child monitor" placement service where



Above: Parents leave and a teen-ager is in charge. The scene is from "You're in Charge," 16mm sound motion film, recently produced by the National Safety Council as a guide to safe practices for baby sitters as well as those who employ them.

references of all job applicants are verified and where employers are advised to request the sitter to produce a doctor's certificate attesting there is no communicable disease.

4. However, with or without community interest and activity, the responsibility for preventing accidents in the home must be taken by the persons in charge there, including the part-time sitter. In recent years, about 6,000 of the 8,000 accidental deaths among children less than five years old occurred in the home, with the principal causes being suffocation caused by bed clothes, ingested object or other means, burns, falls, poisonous substances.

5. Some sitters have, themselves, become involved in tragic circumstances through their sitting jobs. This makes it imperative that their parents know the situation the young people will be in as well as something about the employer.

6. Older children in a family often do baby sitting for younger brothers and sisters. They need to be given instructions on the same safety precautions that other sitters receive.

Advice to the sitters

7. Learn all you can about safety and child care. The knowledge and experience of "taking charge" provide excellent equipment for your own family life. Developing an understanding of young children leads to more enjoyment and patience when you are "in charge."

8. Be safety conscious, but do not let the thought of what might happen so color your



NATIONAL SAFETY COUNCIL
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BABY SITTING,
continued

thoughts that you are not effective in the immediate situation or that you generate fear in your charges. The best way to avoid this is to know how to prevent accidents. Learn first aid, too . . . and never delay in calling for help when it is needed.

9. Keep in good health. Be well rested; do not accept a job when too tired to stay awake, get rest before going on a job to be sure you will remain alert at late hours. Do not accept sitting jobs when you have any communicable diseases. Have a chest x-ray every year.

10. Dress with safety in mind. Wear low-heeled shoes, practical, washable clothing. Leave off jewelry or decorative pins that might injure a child when you are holding it.

11. Know something about your employer in advance. Always leave his or her name, address and phone number at your home before going to the job. Also let your family know the probable time you will arrive home.

12. Arrive at your job in time to receive all necessary instructions before parents leave and in time to become acquainted with the child if you have not met him before.

Before you take charge

13. Before parents leave, ask them where they can be reached while they will be gone, and when they expect to be back. Ask them also for a list of emergency telephone numbers, including that of a doctor, a relative, reliable neighbors (or tenants and trustworthy janitor of an apartment building), fire department, police.

14. If there is no phone in the home, ask for specific instructions to follow in case of any emergency . . . where and how you should get help in the absence of any immediate contact to the absent parents.

15. If your job for the evening will entail preparing a meal, giving the child a bath, supervising his play, or putting him to bed, ask for a schedule. Find out what procedures are customarily followed in the family. Find out also:

- a. How to light the stove or work any appliance you may need.
- b. What foods are to be given and where they are kept.
- c. Where bath articles are kept and what

the temperature of the bath water should be.

- d. What play areas may be used safely.
- e. Where any articles of clothing which the child may need are kept; what favorite toys he likes to have, etc.
- f. Where first-aid supplies may be found.
- g. What are particular danger spots in and around the house, how they should be controlled, and what safety reminders the child requires most frequently.
- h. How to lock the outside doors, how to adjust windows and how to control the heat, including how to turn the furnace off if necessary.
- i. Whom should be admitted to the home and to whom the child may be relinquished.
- j. What to do if the baby wakes and cries.



Before parents leave the baby sitter should have full information on what to expect and where parents can be located should the need arise.

You are in charge

16. Lock all outside doors; never open them to anyone unless you are absolutely sure it is all right. Limit the length of any telephone calls you make.

17. Be aware that you are responsible for the children and the household. Be alert at all times; try to set a good example in matters of safety. Remember that children learn by watching and doing and that you will have many opportunities to teach safety.

18. Never neglect the child. Divide your attention equitably between children, so that all may feel equally important. Be firm but kind; give praise and show interest in the individual youngster.

Evening sitting

19. If the child is already in bed when you arrive, check to see that everything is all right and make frequent, thorough checks during the evening.

20. Be sure that you can hear the child if he should need you. Never have a radio, television or record player turned on so loud that you could not hear the child if he should cry out.

Meal-time sitting

21. Give only those foods as instructed by the parents.

22. While you are preparing a meal:

- a. Keep the child away from the stove. A good way is to see that he is happily occupied with a book or toy suitable to his age; if necessary put him in his play pen.
- b. Keep pan handles turned toward the back of the stove.
- c. Be careful never to handle hot pans or dishes without a holder.
- d. Keep matches out of reach of the child.

23. When feeding the child, be sure he is fastened securely in his chair and that the chair is out of reach of any household hazards, such as, the stove, the sink, knives or electrical appliances.

24. Never leave an infant with a propped-up bottle. Stay with him; better yet, hold him while he is drinking his milk and afterwards to be sure he gets rid of any bubbles.

25. If a slippery substance is spilled on the floor, wipe it up immediately so that it cannot cause a fall.

26. Keep a close watch for such hazards as sharp knives, scissors, matches, swinging doors or broken glasses. Should you chip a glass jar in opening it, it is better to throw the food and jar away than to risk eating (or feeding a child) any food with bits of glass in it.

27. Before leaving the kitchen be sure all stove burners are turned off. Do not attempt to clean the kitchen until the children have been fed and are safely occupied elsewhere.

Bathtime

28. Never give the child or baby a bath unless you have been instructed to do so. Test the temperature of the water with the underside of your forearm. Never turn on the hot water while the child is in the tub and see to it that

he is always placed away from the faucets. Use only a small amount of water when bathing baby; place a turkish towel or mat on the bottom of the tub to prevent his slipping.

29. Never leave the child unattended in the tub or bathinette. Let the telephone or doorbell ring until you have the child in a safe place. Avoid any possibility that the child might drown, be burned, or have a bad fall.

30. When taking the child out of the tub and when dressing him, hold him firmly. Never leave the baby for a moment on any place from which he could fall.

31. Never leave safety pins open or within the baby's reach. Give him a safe toy to play with while you are changing diapers. Never use powder unless specifically instructed to do so and do not give him a can of powder as a toy.

Supervising play

32. The child is your charge . . . keep your mind on him:

- a. Keep him within sight at all times unless the area in which he is playing is absolutely safe and needs only periodic checking.
- b. Keep within sound of the play area at all times.
- c. Keep child away from open windows or doors to prevent the possibility of falls or kidnapping.

33. See that the child plays only in areas designated by the parents. Never take the child out in the car unless the parents have instructed you to do so.

34. Never leave the baby in an unprotected place. Use a harness on a baby carriage to prevent his falling out. If you are playing with a baby on a bed or sofa and the phone or doorbell rings, take him with you or put him in his crib or playpen before answering the bell. Leave one hand free whenever you carry a baby; always use the handrail when going down steps.

35. Keep the toddler and creeper within your sight at all times. Do not let him play on stairs, high porches, window sills, or near garden pools, piles of rocks, or places littered with boards or broken materials. Keep him away from electrical outlets, fans, and wires, from heaters, from kitchen utensils, and from any cabinet containing cleaning fluids or other dangerous substances.

36. Toys and objects small enough to swallow should be kept away from the baby and the toddler.

(continued on next page)

BABY SITTING,
continued

37. Never allow a child to run with anything which would hurt him if he fell on it.

38. Do not put the child in a high spot. Most children will climb only as high as is safe but they should be watched.

39. Have permission before taking the child for any long walk. If you are to take the child on a walk, observe all safety rules and test the child's knowledge on the reasons for safety precautions. Do not let him touch or get too near a strange dog or other animal.

40. Help the child pick up his toys and put away equipment when play is over; explain that this is to prevent anyone's stumbling and falling over them.

41. Given safe materials in a safe area, the child at play needs no direction; he just needs to know you are there. Avoid playing exciting or over-stimulating games. If a child wants to "hide and seek," suggest the "sit and hide" game . . . wherein he just thinks of a hiding place and you guess what it is.

Putting charges to bed

42. Follow instructions for adjusting heat, windows and lighting for the bedroom.

43. Prepare the child in advance for the on-coming bed-time. Remind him that "it will be time for bed soon." Then see that he is comfortably dressed for bed. Pin diapers carefully so that the baby will not be scratched or the pin become loose and stick the child.

44. Plan some quiet activity the child will enjoy . . . reading, chatting, crayoning . . . before saying a final good night. See that no small, hard objects are left in the bed or crib after this playtime, however.

45. See that the sides of the crib are securely fastened and that nothing is hanging over the sides. Be sure the crib is away from any furniture that a toddler could climb out on.

46. Never use an electric heating pad on a sleeping child; if a hot water bottle is to be used, be sure to wrap it in a towel and see that the stopper is tight. Do not use water hot enough to scald.

47. Always be within call; thus the child will feel and be safer. Leave the bedroom door slightly ajar so that you can hear the child at all times.



The sitter should examine his credentials before opening the door to any serviceman, even though she called for his service.

48. Keep a flashlight handy in case the lights should go out. If you do not know how to restore service properly, get help from a designated neighbor or call the electric company. In the latter case, ask to see credentials of the service representative sent out by the electric company before letting him into the house.

Emergency care

49. If the child becomes ill, call the parents. If the child has not been well and the parents have left instructions to give a medicine, be sure to give only the proper amount, then close the bottle tightly and put it away in a safe place. Never give pills or medicine without instructions to do so; never try taking the child's temperature.

50. In case the baby or small child is choking, turn him upside down immediately and slap him on the back. Call the Fire Department first aid squad, then call the parents.

51. Should the child be hurt seriously, call the doctor. If you cannot reach the doctor, call the ambulance or police. Then call the parents. *Never try treating anything other than a minor injury yourself.*

When the parents return

52. Assuming your sitting hours have been without major unexpected accident, when parents return your responsibilities end. However, as soon as parents are back, report any illness or injury to the child, no matter how minor. If necessary for the welfare of the child, report his conduct, but do not betray his confidence in you.

53. You should also report anything in the nature of a mechanical failure in the household that has occurred during the absence of the parents.

54. Require that you be escorted home if it is after dark.

If you are a parent employing a baby sitter

55. Know the sitter you are employing . . . is he or she reliable, of good moral character, experienced with babies, capable of handling emergencies? Think about the relation of age of the sitter to the age of your child, to the hour of the day and to the length of time of the "sitting." Consider also how well your sitter hears, sees and any difficulty the sitter has that may lead to risk.

56. Show that you are concerned for your baby's safety; this will avoid any assumed unconcern for your child's welfare on the part of the sitter.

57. Never hurry away. Avoid tragedies which occur because mother forgot to give the sitter the information he or she should have to function properly.

58. Be sure to introduce the sitter to your child. If your child has been put to bed before the sitter arrives, tell the child in advance that a sitter is going to be in charge, and who the sitter is. Show the sitter where the child is sleeping.

59. Prepare two cards for the sitter. One should have the address and telephone where you can be reached, the approximate hours you will be gone, plus full instructions if the sitter is to feed, bathe or put the child to bed. The other card should list phone numbers or instructions in case of an accident or sudden illness to the child. *Show the sitter where both cards are kept* and where extensions, as well as master phone are located.

60. Take time to give the sitter any specific information she needs, such as certain of your child's habits and what particular hazards about the house attract your toddler. Remind the sitter of any unsafe conditions which exist in or about the house.

61. If you have a family pet, tell the sitter. Should the dog have a jealous nature, confine him and tell the sitter where he is.

62. Play safe! Give the sitter less than she can do rather than more. Remember that her first care is your child.

63. Limit the sitter to one friend, of the same sex. It is even better to discourage your sitter's inviting any friends over while she or he is in charge of your child.

64. See that the sitter gets home safely. Telephone her if you are going to be unavoidably detained. Don't make the sitter worry over you.

65. Be sure of the sitter's driving ability if

you expect her to transport your child anywhere.

If you are a parent of a sitter

66. If your teen-ager wishes to baby-sit, be sure you know where the sitting will be done and what the situation in the home is. Do not let a young sitter accept employment where parents are careless about the lateness of the hour they return. Demand that your teen-ager be brought home by an adult if she is to be out after dark.

67. Teach your youngster the rules of safety and the fundamentals of child care. Encourage him or her to enroll in a baby sitting course. Cooperate with any community or school project to establish such a course if one does not already exist in your area.

68. Make sure your teen-ager knows *how* to get in touch with the local police or fire department if necessary.

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- No. 17 Sidewalk Vehicles
- No. 20 Cooking and Illuminating Gas
- No. 21 Solid and Liquid Poisons
- No. 29 Play Areas

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What About Baby Sitters—Public Relations Division of American Mutual Liability Insurance, Boston, Mass.

Safety at Home, by W. T. Fine—publication no. 11, Bureau of Accident Prevention, New York State Division of Safety.

Fire Safety—Suggestions for Parents and Baby Sitters—National Board of Fire Underwriters, 85 John St., New York 38, N. Y.

FILM

You're in Charge—National Safety Council, Chicago, Ill. 16 mm sound and motion, color or black and white. Running time 12½ minutes. A guide to safe practices for baby sitters as well as those who employ them.

This Data Sheet prepared by Miss Gladys Ahlstrom, kindergarten and nursery teacher, Winnetka, Illinois.

Other Safety Education Data Sheets available are:

- | | | |
|--|---|---|
| (1) Bicycles | (24) Places of Public Assembly | (47) School Fires |
| (2) Matches | (25) Fireworks and Blasting Caps | (48) Unauthorized Play Spaces |
| (3) Firearms, Rev. | (26) Domestic Animals | (49) Bathroom Hazards |
| (4) Toys and Play Equipment | (27) Swimming | (50) Safety in the General Metals Shop |
| (5) Falls | (28) Small Craft | (51) Safety in Pupil Excursions |
| (6) Cutting Implements | (29) Play Areas | (52) Highway Driving, Rules, Precautions |
| (7) Lifting, Carrying and Lowering | (30) Winter Driving | (53) Safety in the Machine Shop |
| (8) Poisonous Plants | (31) Night Driving | (54) Summer Jobs: laborers, home yard, service-stations |
| (9) Electric Equipment | (32) Winter Sports | (55) Motor Vehicle SPEED |
| (10) Pedestrian Safety | (33) Traffic Control Devices | (56) Welding and Cutting Safely |
| (11) School Buses—Administrative Problems (Rev.) | (34) Safe Conduct in Electrical Storms | (57) Safety in the Auto Shop |
| (12) Flammable Liquids in the Home | (35) Poisonous Reptiles | (58) Winter Walking |
| (13) Passenger Safety in Public Carriers | (36) Motor-Driven Cycles | (59) Safety in the High School Chemistry Laboratory |
| (14) Chemicals | (37) Animals in the Classroom | (60) Safety in the Farm Mechanics Shop |
| (15) Hand Tools | (38) Railroad Trespassing | (61) Floors in the Home |
| (16) Nonelectric Household Equipment | (39) Bad Weather: Hazards, Precautions, Results | (62) Hazards of Discarded Iceboxes and Refrigerators |
| (17) Sidewalk Vehicles | (40) School Parties | (63) School Bus Safety: Educating Pupil Passengers |
| (18) Camping | (41) Home Workshops | (64) Safety in the Graphic Arts Shop |
| (19) Alcohol and Traffic Accidents | (42) Horseback Riding | (65) Safety on Part-Time Jobs; Food Handling |
| (20) Cooking and Illuminating Gas | (43) Hiking and Climbing | |
| (21) Solid and Liquid Poisons | (44) Hook and Line Fishing | |
| (22) Safety in the Gymnasium | (45) Summer Jobs—Farm | |
| (23) Laboratory Glassware | (46) Safety in the Wood Shop | |

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill.

Safety and Civil Defense, *continued*

tendent of public instruction, in the forward . . . the bulletin contains detailed information that would be of great assistance to beginning a total program within a school system and is designed on the basis of good cooperative activities among all community agencies. Thus the head of the program in the school should be a coordinator . . . someone to help and assist but not "boss" all the activities involved.

In this connection, the bulletin describes the kind of person needed for the civil defense program. It points out that there must be an open door to the school administrator's office, that he should be acquainted with the police chief, and the heads of the fire department and

other community organizations. The head of this program will serve as a right-hand to the superintendent and the school board in dealing with all problems, whether they be in the instructional or administrative field. He will provide leadership rather than directives.

During the past six months the Michigan Department of Public Instruction, in cooperation with the United States Office of Education, has also been carrying out a pilot project in civil defense education. Materials prepared in connection with this project will be available in later months. A second phase is just getting under way; this is the activation of the program within local school systems●



A civilian guard in an Illinois community prepares to escort a young miss across the street; the program in New York City is similar.

By Sidney Rocker
*Deputy Inspector
 Commanding Officer
 School Crossing Guard Bureau
 New York City Police Department*

IT WAS almost a year and a half ago . . . at the beginning of the 1954-55 school year . . . that New York City instituted its civilian school crossing guard program. On that September 7th, 74 guards were appointed; with four days of training they first reported for duty one week later.

From this modest beginning the program has now expanded to every borough of our city and to a current strength of over 700. It is hoped, eventually, to increase this figure to about 1,500. And if figures alone are not sufficient measure of our respect for our civilian guard program, we can state it this way:

Today, with more than a year of experience with this program behind us, we feel that the use of civilians on school crossings has clearly demonstrated its value, both

- ▶ in promoting the safety of our school children and
- ▶ in releasing patrolmen for the all important duty of patrol.

Civilians . . . *on guard*

We like them, reports New York City, after more than a year of experience with a civilian school crossing guard program.

From the beginning, selection of personnel for our program has been delegated to the Police Department by the Civil Service Commission. And we have followed the procedures established by the commission as much as practicable.

In each borough except Richmond (which was combined with Manhattan) we began by placing an announcement of examination in both civil service papers and in most of the regular papers. Interested persons were directed to the local precincts. Here they received application blanks, copies of available school crossings, and a card on which to indicate their preferences. They were instructed to select crossings within a half-mile of their homes.

After the close of the filing period, a written test was held. Those who passed were placed on a tentative list, based on the mark achieved and their proximity to the desired school crossing. The highest candidates were given a comprehensive medical examination, including X-ray and blood tests. Successful applicants were then given rigid character investigations, including a fingerprint check.

Final step prior to appointment was an oral interview with a Board of Examiners. The board consisted of one member of the police department and two civilians drawn from a panel of 20 public-spirited citizens appointed by the police commissioner and serving without compensation.

After appointment candidates were given 15 hours of academic training spread over four days. Training included traffic control, traffic regulations, child psychology and first aid. Upon

completion of the academic work, each guard performed one day of duty in the field with a patrolman. Thereafter each guard reported directly to his assigned crossing.

Our training emphasizes that guards are not traffic officers; their primary function is to escort children safely across the street. They are instructed not to direct traffic except as necessary to safeguard the children. Their normal post is the side of the street from which children will cross and varies, of course, as children travel to or leave school. When there are no children, the guard remains on the sidewalk.

The specified uniform consists of a patrolman's cap with device, white shoulder belt, a brassard with identification number, and a whistle. A yellow raincoat has been authorized for the current school year. It is hoped eventually to have a complete uniform.

Our guards work from three to four hours a day; we pay them \$1.50 per hour and they are included in the social security system.

We feel that the program to date has operated successfully. When the system began we anticipated a high turnover of personnel plus considerable absenteeism during inclement weather. In addition, there was a certain amount of resentment within the department against the use of civilians at school crossings.

However, our fears have proved groundless.

Turnover has been moderate and absenteeism, even in the worst weather, has been minute. In fact, on the coldest day of the year absenteeism was less than 2 per cent.

Any resentment that existed at the outset has disappeared. Hard-bitten sergeants now praise the job the guards are doing . . . and precinct commanders are asking for more guards as they realize that the program makes more of their men available for patrol. It is estimated that every two guards release one patrolman for a full tour of duty, thereby helping to lessen the crime rate.

The public, too, has accepted the program. The children have learned to form at the corner and cross with the guard. Mothers who formerly brought their children to school now permit the youngsters to walk alone, knowing the guard will be on duty at the corner. Even mothers who continue to call for their children are learning to obey the guard's signal.

Motorists have also become accustomed to the guards. Since a guard has no authority to make an arrest or issue a summons, a procedure was established whereby traffic violations by motorists are reported on a special form. However the number of violation reports have decreased.

The best criterion of the program's success, however, is *that no child has yet been injured at a school crossing covered by a guard.*

December Kindergarten Lesson Stresses Holiday Safety

Language

1. Christmas trees
 - a. kinds
 - b. how to decorate
 - c. lights—who operates?
 - d. kinds of ornaments
glass, plastic, paper
2. Toys
 - a. safe place to play
 - b. importance of cleaning up
3. Visits to Santa Claus and shopping
 - a. importance of staying with adults
4. Christmas vacation
 - a. where to play
5. Preparation for Christmas
 - a. stores
 - b. homes
 1. helping mother bake, gift wrap

Vocabulary

Christmas, balsam
fir, wreath
holly, ornament

Literature

1. The Night Before Christmas
2. "A Happy Christmas Tree"
3. "The Blue Dishes"—Told under the Blue Umbrella

Work Period

1. Make non-flammable ornaments and holly wreaths.
2. Make and wrap gifts for parents.

Rhythms

Walking dolls } various
trains } toys
cars }
shopping, Santa's toy shop

Music

Carols, Jingle Bells
Kenagy and Arnold book
a. Merry Christmas to you all
b. I Will Rock My Dolly
c. Santa Claus Is Coming

Miscellaneous

1. Let children help select a tree for the room; utilize safe walking practice to the store; keep tree in water, one child filling each day.
2. Decorate with ornaments they have made which are unbreakable and fireproof.

Written by Juanita Bergum, kindergarten teacher on leave from the Detroit Board of Education, Detroit, Michigan.

DECEMBER 1955

Lower Elementary

safety lesson



Sketch S-0506-A



Did you ever go to a large Christmas party like this?
Do you think it could be fun?

Tell how to keep safe in a large crowd like this.

Write a story with pictures telling what you would
do, to have a good time, and to be safe.

Teacher: Elicit the following:

Stay with your parents or in the group to which you are directed. Do not get overtired. Do not push or crowd others. When possible, keep to the right when passing others. Watch out for others; behave courteously.



Prepared by Leslie R. Silvernale, Associate Professor, Continuing Education, Michigan State University, East Lansing, Michigan, and Roland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Some things are not safe to play with.
Put an "X" on the unsafe things.

Write "B" under the toys safe for baby, (he's not quite 2).

Write "me" under the toys safe for you.



Something To Do

1. Cut out or make pictures of toys safe for a baby not quite two years old. Paste these on a large sheet of colored paper. Write on it: "Safe toys for baby." Put this on the bulletin board.

2. Do the same for a four year old child, and for one your own age.

DECEMBER 1955

Upper Elementary



safety lesson

Safe Christmas Holidays



Sketch S-0506-A

Christmas Shopping

It is fun to go shopping and to visit the toy departments and to see the beautiful gift counters. That is, it is fun if you don't have an accident. In the following list, underline the things which you consider safe things to do when you go shopping.



1. Running in the toy department of a store.
2. Carrying a very large package in front of you.
3. Holding on to the seat handle or rail if you must stand in a bus or street car.
4. Keeping bundles off the floor of a street car or bus.
5. Keeping your feet in the aisle of the street car or bus.
6. Keeping to the right on a crowded sidewalk.
7. Keeping your hands on the escalator handrail.
8. Staying close to the person you are shopping with.

The Christmas Tree

Are you planning to have a Christmas tree? If you are, there are some things you should know in order to be safe. See if you can pick out the safe and unsafe things in the following list. Underline the things which you consider safe.



1. Placing the Christmas tree in a firm holder.
2. Placing the tree in a holder with water.
3. Placing the tree near a fireplace or stove.
4. Using a step-ladder when decorating the tree.
5. Using candles on the tree.
6. Checking electric tree light cords to see that the wires are well insulated.

Prepared by Leslie R. Silvernale, Associate Professor, Continuing Education, Michigan State University, East Lansing, Michigan, and Roland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

7. Leaving the tree lights on when no one is in the house.
8. Using paper or cotton decorations on the tree.
9. Having the tree hauled to the dump when you are through with it.
10. Burning the tree in your backyard when you are through with it.

Toys For Very Young Children

Care is needed in buying toys for young children. Check yourself to see if you know what toys would be safe for them. Underline those which you think are safe.

1. Very small playthings like marbles.
2. Large playthings like a large rubber ball.
3. Toys that are colored with harmless paint.
4. Toys that are colored with paint that is likely to chip.
5. Toys with sharp edges or points.
6. Dolls that are unbreakable.



Use of Christmas Toys

It is important to know how to use and take care of the toys you receive for Christmas. See if you can pick out the safe and unsafe things to do in the following list. Underline those things which you think are safe.

1. Leaving toys on the floor when you are through playing with them.
2. Having someone show you how to use the tools in a new tool kit.
3. Learning to ride a new bicycle in a place where there are no cars.
4. Sliding in the street with a new sled.
5. Following directions with a chemistry set.



Some Things To Do

1. Discuss each of the points listed in this lesson telling why they are safe or unsafe.
2. Have children tell about their experiences Christmas shopping. Emphasize safe and unsafe practices.
3. Dramatize shopping for a safe Christmas present for a baby.
4. After Christmas have children tell of safe ways to use the toys they received.
5. Have a Christmas tree in the classroom. Have children decorate and care for it. Emphasize safe practices.

Junior High School

SAFETY LESSON



Sketch S-0507-A

HOLIDAY SAFETY

Don't Get in that Picture!

Shown above is a picture of a boy who was doing some last minute Christmas shopping. He was full of Christmas spirit and had good intentions. In fact, he was so generous he bought so many presents for his friends that when he carried the gifts out of the store they blocked his vision. Then he tried to cross a busy snow covered street, but he couldn't see too well. There was a blast of horns, brakes squealed, and then—a thud. Now the boy with the good intentions is having a different "white" Christmas from the one he anticipated. It isn't a pleasant picture, is it?

The National Safety Council, in cooperation with President Eisenhower's Action Committee for Traffic Safety, is trying to prevent people from getting hurt during this Christmas season. The campaign for safety is called "S-D Day." Watch for it and do your part. Here's how it works.

December 15, 1954, was designated as the first S-D Day to demonstrate that the accident toll could be decreased if people would concentrate their efforts on driving and

walking safely. In order to encourage people to make S-D Day effective, the following events took place.

The President of the United States urged the nation three times to help stem the traffic toll.

The press, radio, and T.V. flashed messages to every section of the land to walk and drive carefully.

Newspapers carried special articles and columns urging everyone to help cut down on the traffic toll.

What was the result of this total effort to decrease traffic deaths and injuries?

Deaths were decreased 15 per cent. Hundreds were *not* injured.

Do Your Part

Start now to plan for projects and activities you can engage in to help the President and the nation to make this year's S-D Day campaign even better than the one last year.

Be sure to clear all projects through your local S-D Day director. Here are some sug-

Make EVERY Day
SAFE DRIVING DAY



Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

gestions for things you can do to help.

1. Plan an assembly to present a skit on S-D Day.
2. Ask for permission to give a short talk to all homerooms on the importance of S-D Day.
3. Write some articles on S-D Day for publication in your local newspaper or school newspaper.

4. Urge local civic groups to have a pre-S-D Day parade.

5. Plan to keep a "score" board on S-D Day for your community. Appoint various "duty" sections to keep a telephone watch with the police department.

Think of other activities in which you can engage that will help put over the best S-D Day yet!

Are Your Feet Killing You?

About 10,000 Americans walk to their deaths each year. They forget the rules of safety—and it takes only one forgetful moment to become a "pe-DEAD-strian." As a junior high school pedestrian, score your chances of staying alive.

1. When walking along the road at night, do you wear something that can easily be seen by car drivers? *Yes No*
2. Do you walk across a street confidently and alert at all times rather than hesitantly? *Yes No*
3. Do you always wait for the signal light to change in your favor before you cross the street? *Yes No*

4. Are you willing to give up your "pedestrian rights" once in a while to avoid danger? *Yes No*

5. When the pavement is wet or covered with snow and ice, do you allow drivers extra room and extra time? *Yes No*

6. Do you make it a habit not to cross the street except at intersections? *Yes No*

7. Are you careful not to obstruct your view by carrying an umbrella low in front of your face or piling up too many packages when crossing a street? *Yes No*

8. Do you face traffic when walking along the highway? *Yes No*

Class Project

Visit your local traffic court and find out what procedure is used and what officials are present. Then establish your own traffic court and appoint five or six "T-men" for each week to observe classmates who are jaywalkers and who break safety rules. Don't reveal the identity of the "T-men" until the court is in session. Replace court officials and "T-men" each week so everyone in class has an opportunity to play a role in traffic court.

Follow up the court proceedings with a written report of the violations. At the end of a five or six week period post a summary of the violations on the bulletin

board indicating the number of times each violation was committed.

When you feel you have held traffic court a sufficient number of times to insure smoothness of operation, ask your principal if you can hold a traffic court assembly. At that time offenders from the entire school can be asked to "appear in court." Be sure that at the end of the program a talk is given on the value of safety and on the purpose of the "court." It should be pointed out that the court is a "preventive" rather than a "sentencing" court and is held in the spirit of helpfulness rather than labeling people as law-breakers.



Senior High School

SAFETY LESSON

A HAPPY HOLIDAY



Sketch S-0507-A

A "White Christmas"

When Bing Crosby made famous, "I'm Dreaming of a White Christmas," he didn't mean the kind of white Christmas shown in the picture above. The fellow in the above picture forgot that safety is just as important during the holiday season as it is at other times. In fact, more traffic accidents occur on Christmas Eve than on any other day of the year. People are going to parties or rushing about to do some last-minute shopping; in many states roads are covered with snow and ice; some persons are too intent on their immediate plans to remember safety rules.

Let's try to plan now for a "White Christmas" that is joyous and safe.

Test Your Chances for a "Happy Holiday"

This is the night of the "big party." You have permission to use the family car. It's a beautiful winter's evening. The ground is blanketed with snow and more flakes are beginning to fall. You have a date with your best girl. As you go to the car in front of the house, you plan to check the (1) _____, _____, and _____ before you begin to drive. In order to get a smooth start on the icy pavement, you start in (2) _____ or _____ gear, unless you have an automatic transmission. In that case you start (3) _____.

Even though you have good brakes and chains on your wheels, you drive at a (4) _____ rate of speed. Arriving at your date's house, you find you have to park halfway down a hill. In order to park safely, you turn your wheels (5) _____ the curb, pull up your emergency brake, and leave your car in (6) _____ gear.

Presents are exchanged and the wrappings of the gifts are thrown on the hearth of the fireplace which glows in true Christmas spirit. You (7) _____ the wrappings from the hearth.

On the way home, you suddenly see a car approaching you in your traffic lane. Apparently the driver has dozed. You (8) _____ and (9) _____ and keep in your lane. The other car pulls over to the right side and you get by safely.

While driving along an icy road, your rear wheels begin to skid to the right. You turn your wheels to the (10) _____ until you secure traction. After that you proceed more cautiously.



P.S.: If you put the right words in the blanks above, your chances of getting a "good night reward" from your date are infinitely better than the chances of the fellow in the poster picture.

Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Answers: (1) chains, brakes, windshield wipers; (2) second or high; (3) as gently as possible; (4) reduced; (5) toward; (6) low; (7) clear; (8) sound your horn; (9) blink your lights; (10) right.

Are You Ready?

No person gets ready for an emergency in a moment. What he does in an emergency is determined by what he has been doing regularly for a long time. Start thinking *now* about some of the safe driving habits you should practice so that you can meet and solve emergencies. See how well you could solve the following problems.

1. You are driving at night. You dim your headlights for an approaching car; he fails to dim his. You should look toward _____, and _____.
2. Your car is equipped with overdrive and you are approaching hilly country. Before you start driving down the hills you should _____ and keep your engine _____ in order to have better braking power.
3. You are driving on icy roads and find it necessary to cross some trolley car tracks which are parallel to you. You should turn your wheels so you cross the tracks at a _____ angle after making sure you will not interfere with traffic behind and to the side of your car.
4. You are driving through hilly country and come to a hill that has a warning sign, "Danger—Steep Hill." You should put your car in _____ gear before descending. If you have automatic transmission, you move it to _____ gear.
5. Your car gets stuck in the snow. You feel your rear wheels beginning to spin. You should _____. If your wheels continue to spin so that your car cannot move, you should try _____ your car by shifting from _____ gear to _____ gear alternately. If this doesn't work, try spreading _____ under the _____ wheels.
6. You are driving along a country highway and in order to avoid hitting a large truck approaching you, you swing too far to the right and your right wheels run off the pavement. You should _____.

Answers: (1) the right side of the road—reduce speed; (2) disengage the overdrive—in gear; (3) right; (4) second—low; (5) keep going if it is at all possible—rocking—low—reverse—rindri or sand—rear; (6) slow down gradually until you can steer back on pavement at a convenient place.

What Does S-D Day Mean To You?

Sponsored by President Eisenhower's Action Committee for Traffic Safety, December 15, 1954, was designated as Safe Driving Day. The purpose of S-D Day was to show that motorists and pedestrians could eliminate traffic accidents by their own actions.

Did it work? Here are the figures.

Wednesday, December 16, 1953: 60 killed, 1,807 injured, 4907 accidents.

S-D Day, Wednesday, December 15, 1954: 51 killed, 966 injured, 3,935 accidents.

The nine lives saved represented a decrease in deaths of 15 per cent. If the same reduction could have been applied to the entire year, 5400 lives would have been saved! And the S-D Day publicity probably had a nationwide effect on driving and pedestrian habits both before and after the actual day.

This month the nation will hold its second S-D Day campaign.

How Can You Help?

Organize a S-D Day group in your school to make your community safety conscious. Find out who your local S-D Day director is and clear your projects through him.

Some projects that you might carry through are the following:

- ▶ Get permission from some of the local stores to put an S-D display in their show windows. Utilize your art talent and creativity to make a good display.
- ▶ Organize a community parade on S-D Day. This might be done with all civic clubs participating.
- ▶ Make S-D campaign signs for school patrols to wear on their backs while on duty.
- ▶ Ask your local radio and TV stations to include S-D Day information. Write some proposed scripts for use on the networks.
- ▶ Ask your local telephone company to include S-D Day announcements in their recorded time and weather reports.

Pitch in and make this year's S-D Day campaign even better than the last one. You have the score for last year. Try and set a new low record this month!

SAFETY PATROLS MEAN "BETTER PROTECTION"



HOW?—With school safety patrols that are well trained—and properly equipped.

Safety patrols will do a better job when outfitted with **GRAUBARD** equipment—that is approved by leading safety organizations throughout the United States.

Check up on your equipment today—we'll be glad to make suggestions to help bring it up-to-date.

PRODUCTS AVAILABLE INCLUDE:

RAINCOATS
White—Yellow—Black
HELMETS
CAPES
RUBBER LEGGINGS

BELTS
BADGES
CAPS
ARM BANDS

BOOTS
JACKETS
LETTERS
PENNANTS

BANNERS
UNIFORMS
CAUTION FLAGS
TRAFFICONES

GRAUBARD'S

"America's Largest Safety
Patrol Outfitters"

266 Mulberry St., Newark 5, N.J.

Brown Becomes Iowa Safety Education Director; Eland Takes Over Driver Education Duties at NSC

RUSSELL I. BROWN, staff representative of the Driver Education Section and National School Safety Honor Roll Award program, left his National Safety Council position last month to become director, safety education division, Iowa Department of Public Safety.

Mr. Brown's responsibilities in the School and College Division, NSC, have been taken over by Ivan Eland, formerly instructor of driver education and safety in the Webster Grove, Missouri, school system.

Russ Brown joined the National Safety Council staff in February, 1952, as traffic safety consultant. Since then, in addition to his driver education and honor roll program duties, he has directed the activities of the school section of the Annual Inventory of Traffic Safety. During his years with the Council and largely through his efforts, the honor roll program has increased from an annual enrollment of 264 to (this past year) 1361 schools evidencing satisfactory and progressive safety programs.

Russ Brown gained his B.A. from Iowa State Teachers College and an M.A. from the Center for Safety, New York University. Before joining the Council he had been director of safety



Ivan L. Eland



Russell I. Brown

for the Creston, Iowa, independent school district.

Mr. Eland's safety experience also started in Iowa. A graduate of Iowa State Teachers College, where he took courses in safety education along with his major in social science, he has since earned his M.A. degree in psychology and guidance from the University of Colorado, done work towards his doctorate at both Colorado and NYU.

From 1949 to 1953 Mr. Eland was associated with the Missouri Valley, Iowa, school system as guidance director and safety education teacher. During this period he organized the guidance program for the school system and supervised safety work of 20 teachers, found time after hours to organize the Iowa Driver Education Association and serve as its first president. He joined the Webster Grove, Missouri, school system with the start of the 1953-54 school year, during 1954 organized the Missouri Safety and Driver Education Association, and became president of that organization.

New Tools for Teen-agers

ANEW traffic safety activities kit is now available for use by high school student organizations throughout the country.

Offered by the National Safety Council through its Operation Safety program, the kit provides students with a set of tools for working out solutions to their own traffic problems.

The new "High School Student Council and Group Safety Activities Kit" supplies a tie-in with the year-round Operation Safety themes widely used by states and communities. However, whereas the Operation Safety theme kits are offered on a 12-a-year basis, the high school kit contains a complete school year program in one package.

Each student kit includes a planning guide describing how student organizations, through their schools, can tie in with any of the monthly Operation Safety themes, in cooperation with

official and voluntary traffic agencies and civic groups. Also contained in the kit are suggested student activities and samples of materials available.

This new student kit, worked out with the cooperation of professionals in the School and College Division, NSC, is already in use. First order for the new materials came from Texas. There they are being put to work by 500 local student councils, in a program stimulated cooperatively by the Texas Education Association and the Texas Congress of Parents and Teachers.

Second order for the new kits came from the Pennsylvania Department of Education. The eastern state will use 16 kits at simultaneous teen-age conferences at the State Teacher Colleges of Pennsylvania.

For your kit write Operation Safety, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. In quantities of one to nine, the kit costs \$1.35; from 10 to 99 copies are priced at \$1.10 each; in all quantities over 100 kits are \$1 each ●

A Student's Manual and Workbook, D. Elkow, E. Heath, T. Seals, W. Smith, and Herbert J. Stack. 1955. Center for Safety Education, New York University, New York, New York. Reviewed by Ivan L. Eland, then Driver Ed. Instructor, Webster Grove, Mo., and President, Missouri Driver and Safety Education Assoc.

Hats off to Stack-Elkow and company!

After reviewing this workbook and using it in a limited way, I can say I find it a step in the right direction . . . a very worthwhile aid in teaching new drivers.

Not only does this workbook meet the aims and objectives of the driver education program, but it also fulfills the needs and interests of students. Also, the manual conforms to the objectives and standards set up by the National Commission on Safety Education.

For the first time the authors have followed, in general, a sequence of units as taught by most instructors of driver education. Having served as president of both the Iowa and Missouri Safety Education Associations, I have had an opportunity to contact many teachers of driver education. Without exception I find they begin teaching their course with "the driving compartment," "parts of the car," etc. The authors of the workbook follow this plan . . . except for the unit on "The Traffic Problem," which they rightfully place first.

The workbook seems to be the solution to at least part of the problems involved in the complex process of instructing new drivers. For example, probably one of the most baffling problems of driver education today is that of scheduling students. This is a course added to the curriculum . . . and administrators have difficulty scheduling students for classroom and behind-the-wheel training. This workbook is easily adjusted so that while some of the students are out in the car the others can be studying in the classroom, thus removing the need for assignment to a study hall.

Allied with the scheduling program is that of adequate time for completing the course. In 40 hours it is difficult to cover the amount of material sufficient for meeting the needs of students. Here the workbook, through repeti-

tion, covers the material more completely and faster.

I was impressed with the techniques used in developing student attitudes. The authors apparently tried to integrate the teaching of skills, adequate knowledge of the machine, and development of proper attitudes. There is sufficient stress in all three areas. As a result the workbook makes a major contribution to the effort to make the student a better citizen on the road as well as in society.

Illustrations, diagrams and pictures are distributed well throughout the manual. Self-tests in the publication will not only stimulate the student but, when he asks for assistance from his parent, they will stimulate the adult as well.

The workbook reaches the level of the student. Unit #4, "Understanding Your Car," is an example . . . it makes a highly technical subject simple in explanation. Moreover there is ample review and repetition of material to assist learning.

In a few areas the book becomes too technical for high school students; in two or three units there can be some details added; and in some phases the workbook lacks unity. However, of all the workbooks published to date in this field, this is by far the most complete and helpful.

Recently published:

School Shop—Learn Safe Work Habits Here!
 U. S. Department of Labor, Bureau of Labor Standards and U. S. Department of Health, Education and Welfare, Office of Education. A 16-page safety guide for student use, emphasizing the necessity for safe work habits. Available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Ten cents per copy; \$7.50 per 100 copies.

* * * *

Student Project Workbook and Teacher's Manual, for the recently published third edition of *Sportsmanlike Driving*. Published by Traffic Engineering and Safety Department, American Automobile Association, Washington 6, D. C. The manual is to help the teacher outline

Please turn to page 39.



Mrs. P. D. Bevil, Safety Chairman, National Congress of Parents and Teachers, discusses events of the 43rd National Safety Congress with Wayne P. Hughes, Director, School and College Division, NSC.

coordinates safety into all programs . . .

To coordinate the PTA safety program with the work of all other national PTA chairmen whose interests are involved is the goal of Mrs. P. D. Bevil, newly-elected safety chairman for the National Congress of Parents and Teachers Associations.

Rural service chairmen will find themselves urged to give rural safety its proper place in their program. Parent education, teacher education and homemaking chairmen can work on home safety coordinated with school safety.

"Such cooperation and integration of safety into every committee is the only way to get a broad program going," according to Mrs. Bevil.

Badly needed are workable techniques to spread a broad safety program all over the United States. Mrs. Bevil would like to have exhibits developed that can be used for five-minute safety demonstrations at local PTA meetings—exhibits that are entertaining, yet carry a good message successfully.

One of Mrs. Bevil's first objectives will be to tackle the problem of parents picking up their children at school, breaking traffic laws and destroying the effectiveness of safety principles the child is taught at school as they do so.

"These parents double park their cars in the street and then coax their children to dart out from between parked cars and across the street, often against the warnings of stoplights and the school patrol—to climb into the cars. This is completely against all traffic rules that the children have just been taught in school," says Mrs. Bevil.

"We must have more understanding, by par-

BULL

ents, of the safety education program carried on in the school," is her solution. "Safe attitudes must be developed by the parents as well as by the children."

She hopes that several educational agencies can get together to produce a cartoon film that will subtly yet successfully impress parents that they too must cooperate with schools in educating their children in safe attitudes.

Mrs. Bevil is a former president of the California Council of Parents and Teachers Associations. In Sacramento, Calif., her home, she was a member of the Board of Education for 21 years until her resignation last year. She is also a member of the California State Board of Health.

700 high school students meet . . .

"Home Inspection Means Fire Protection" was the theme November 19 when approximately 700 high school students from public and parochial high schools throughout Cincinnati met for the tenth annual High School Safety Institute. The institute was held in cooperation with 12 community organizations, and other areas besides fire—traffic, recreation and home safety—also received attention.

Arthur M. O'Connell, president of the Greater Cincinnati Safety Council, was chairman of the Institute. Planning, however, was placed largely in the hands of a student committee of 48, representing the 73 high schools participating this year. Suggestions made by students who attended last year's Institute were used in developing the November program.

The Institute divided into four general assemblies to discuss the various areas of home safety, after a brief opening session. The four assemblies dealt with Fire, Traffic, Home and Recreation Safety. In order to give the students free reign in their discussions, a separate session was arranged for the 100 adults who attended. They met separately to consider the topic, "Creating Attitudes for Safety."

ETINGS

PEOPLE AND PROGRAMS



Stanley Benfell (l.), president of the Western Regional Teen-Age Traffic Association, Denver, was the guest of Lloyd "Spider" Webb, on his "Nine to Noon" show on WAIT, Chicago, Thursday, October 20. Stanley spoke to a school and college Congress session studying "Public Relations of Driver Education," presenting the teen-age viewpoint.



The Congress session featuring "making safety respectable in the minds of teen-agers" was re-created on WBEZ, Chicago's educational FM station, Oct. 18. Around the table: Robert Dyk, Denver; Albert Rees, Breau Bridge, La.; Virginia Watts, University City, Mo.; and Robert Crowe, Wilmington, Del. Standing: John Kowalski, Oswego, N. Y., and Marie Weschler, Erie, Pa.

just people helping people . . .

A dairyman who is much interested in teaching children safe practices is W. F. Leonard, Jr., of Fort Worth, Texas. Leonard, director of safety and insurance for the Oak Farms Dairies of Fort Worth, enjoys going from school to school there giving talks at PTA meetings on teaching children safety.

"Safe School Days, A Suggested Safety Plan for First to Sixth Graders," is a mimeographed outline Mr. Leonard hands out to the parents telling what to caution children about as they reach older and older age levels, from six to eleven years of age.

"In our present day society, the frequency rates of accidents are so tremendous that there is no escape, except through safety education, and we cannot have too much of that," says Mr. Leonard. "Because a human life is the most wonderful one thing that exists upon this earth. . . . Safety is just people helping people . . . and you could never in your life-time find anything better to do," he adds.

drivers urged to take care . . .

Each of the 7,067 school bus drivers in Ohio received a letter one day this past September. The letter was from the Ohio Highway Patrol, and it urged bus drivers to drive with increased care on the streets and highways of Ohio in order to reduce accidents due to the fault of the bus driver.

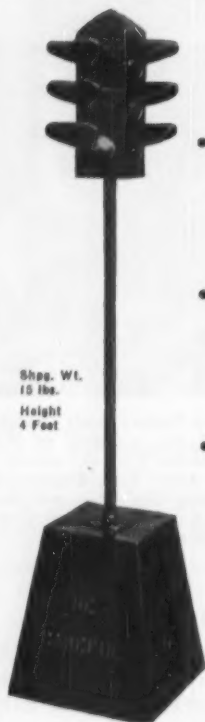
"With all the improvements that have been made, and with more and stricter enforcement," the letter stated, "accidents involving school buses are still steadily on the increase."

Included with the letter was a breakdown of school bus accidents in Ohio for the school year September, 1954, through June, 1955. It listed 202 school bus accidents as the fault of the other driver, 139 as caused by the bus driver.

Many of these accidents in both categories could have been prevented by defensive driving on the part of the bus driver, the letter pointed out. It closed with a plea for continued cooperation in attempting to "cut down the number of . . . mishaps that are endangering the future men and women of this state."

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Safety Education Around the World, *continued*

rial, illustrated posters, documents, etc. To this effect, the Ministry of National Education through its general direction of private education has edited and distributed among all the schools the scholar's traffic primer (which covers mostly traffic problems).

Independent of all this, the general direction of primary education actively collaborated in the technical directional traffic course which was held in Madrid from January 18 to 25, 1955. This Ministry has communicated with the provincial inspection agencies recommending that safety education be intensified in all the schools, not only in theory but in practice also.

The chiefs of public works will be asked to put up signs indicating the proximity of schools (to motorists).

Much more remains to be done, and attention is being given to the matter. I think the responsibility of the safety expert is great, and that the home and the school should cooperate in the task. We must impress prudence on the child, without making him unduly timid.

Anisio Teixeira

Director

*National Institute of Pedagogical Studies
Ministry of Education and Culture
Rio de Janeiro, Brazil*

I am pleased to send you the information relative to the traffic education campaign instituted for the primary schools of the Federal District, which defines the responsibility of these schools relative to safety education.

Law No. 693—of February 1, 1952 Institution of the Transit Educative Campaign and other provisions.

I hereby advise that the Chamber of Aldermen decrees, and I sanction the following law:

Article One—There is instituted in the Federal District the Transit and Traffic Educative Campaign, under the direct orientation of the Prefect.

Section One—The Department of Cultural Diffusion of the General Secretariat of Education and Culture shall make intense publicity in the schools by radio, newspapers and motion pictures, regarding the observance of the standards and regulations of transit and traffic dictated by the Transit Service of the Federal Department of Public Safety, informing the population, with the purpose of improving both

movement and traffic in the Federal District.

Section Three—In motion picture theatres, before the start of each program, there will be obligatorily exhibited photographs of accidents or scenes relative to their ruinous consequences, accompanied by elucidating texts with the object of excellent counsel, or a humorous cartoon with the same characteristics, or a film of short footage which will educate both pedestrians and the drivers of vehicles.

Article Two—The General Secretariat of Education and Culture shall include in the programs of the educational establishments under its charge practical classes to inform and explain to the pupils the rules of transit and traffic in force, and also to alert them to the serious dangers incurred by disrespect of such rules, besides making a fine possible to those who disobey them.

Views and Reviews, *continued*

his course, plan individual lessons, make lesson points more interesting and "introduce new lines of thinking into driver education," reports the A.A.A. It includes practical sections on planning an effective course, teaching materials and equipment, classroom instruction, practice driving instruction and skill tests. The workbook includes 260 projects intended to stimulate independent student thinking, emphasize local traffic problems and conditions and make the subject of driver education "come alive" for the teen-ager.

The Teacher's Manual will be supplied to any teacher whose class uses *Sportsmanlike Driving* as a text; the Workbook is available at 57c per copy, f.o.b. Washington, D. C.

Child Safety

The Invisible Guardian (16mm sound motion) black & white or color. 18 minutes. Production date, 1954. TV/o.k.

This film, sponsored by the Chicago Motor Club, shows how education at home and in school plus protection creates an "invisible guardian" to protect children from traffic accidents. The parents start first to supplant external protection only with instruction; when the child is older the school carries this process on. The habits formed by this instruction plus the external protection given by traffic signs and signals, police, school patrols, etc. are the eventual invisible guardians of the child. The film stresses the need for continued cooperation of



School and College display at the All-Congress exhibit at Chicago's Conrad Hilton Hotel featured instruction aids.

school, parents and community to keep the guardian in constant existence.

Prints are available for rent and purchase from Carl Ross Films, 57 East Jackson Blvd., Chicago, Illinois.

You Can't Stop on a Dime (16mm sound motion) black & white. 10 minutes. Production date, 1954.

This film shows elementary school children that it is literally impossible to "stop on a dime." It compares stopping distances by having a child run and then try to stop immediately upon hearing the signal. Then the child rides a bike and does the same thing. The last demonstration is with a car trying to stop immediately. In each case the child sees the amount of time and distance needed in stopping. This knowledge helps him judge whether he is far enough away from an on-coming car to cross a street without a traffic signal and whether or not he and his bike are the necessary distance from other vehicles on the road.

Prints are available for purchase from Sid Davis Productions, 2500 South La Brea, Los Angeles 16, California.

Fire Prevention

The Science of Fire Prevention (35mm sound slidefilm) black & white. Production date, 1954.

A training piece for both high school classes and teachers, this film describes the basic elements and principle causes of fires. A thorough explanation of the principle types and operation of various extinguishers is given.

Prints are available for purchase from the National Film Board of Canada, Ottawa, Ontario, Canada.

For information on other safety films, consult the *National Directory of Safety Films*, 1955 issue, or write to Nancy Lou Blitzen, Film Consultant, National Safety Council.

The Directory may be purchased from the Council for \$1.00 a copy. The first quarterly Supplement is included with the purchase price or may be obtained free on request.

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **SAFETY PATROL CLOTHING:** Bulletin illustrates and describes safety patrol raincoats with "Scotchlite" school patrol emblems on the back. Also shown are: Uniform caps, rubber cape caps, patrol belts, badges, patrol flags, red-go traffic cones. Sizes and prices included. Conney Products Co.
2. **RECREATION EQUIPMENT:** Catalog illustrates playground equipment featuring swings, slides, merry-go-rounds, athletic equipment for fun and physical fitness. Champion Recreation Equipment Co., Inc.
3. **EDUCATIONAL FILMS:** 1954-1955 catalog lists standard and recent educational releases. Designed to correlate with the curriculum, this catalog describes the beneficial use of films and gives suggestions for planning audio-visual programs. Encyclopedia Britannica Films, Inc.
4. **USE OF MERCUROCHROME FOR FIRST AID:** Literature tells of the practical uses of Mercurochrome, at home or in school, as an antiseptic in first aid treatment of minor wounds. Hynson, Westcott & Dunning, Inc.
5. **HOT FOOD AND LIQUID CARRIERS:** Application of "Aervoid" stainless steel vacuum-insulated food containers to speed mass feeding is described and illustrated in this brochure. How these portable hot food and liquid carriers can solve school feeding problems is shown. Vacuum Can Company.
6. **"THE ROLE OF PROJECTION SCREENS IN LIGHTED CLASSROOM PROJECTION":** The problem of projecting pictures in the brightly lighted classrooms of today's modern schools is discussed and analyzed in this pamphlet. Radiant Mfg. Corp.

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Safety Education for December, 1955 • 40

The Real Winners, *continued*

safety program was held before the close of the school year.

While pursuing community safety projects for stricter traffic law enforcement and the stimulation of general community safety consciousness, the women of Black Mountain also turned their attention to driver education in the high schools. Panel discussions on this subject before a PTA meeting, plus a "Teen-Age Traffic Month" staged last July, inspired the city. Two offers for training cars resulted, as did offers of special training for a driver education teacher. The schools of the community hoped to get their driver education program underway this past fall . . . they could thank the women of their city for the "community push" behind the program.

Their "brother's keepers"? No one could doubt that all of the women who accepted Carol Lane awards last October filled that definition. And their efforts would have not only immediate but also long-range results. For through the school programs they put in work this past year for the safety of their brothers, sisters, sons and daughters, these women had and would inspire the same young people to care for the safety of the community during the years ahead●

They Put The Accent on Youth, *continued*

earlier presented the statement on basic responsibilities which appears in this issue on other pages. It was a statement intended to keep the future work of safety educators as well grounded as in the past . . . on the fundamentals that make possible a broadening but well-based program of safety for children and youth●

dealers furnish 8,000 DE cars . . .

An all-time high of 8,079 cars, valued at more than \$16,000,000, were provided the nation's high schools by new car dealers for driver education during the 1954-55 school term, the Inter-Industry Highway Safety Committee has announced.

Annual increases in number of cars provided have swelled to almost double that of six years ago, according to A. vanderZee, chairman of the committee and vice president of the Chrysler corporation. The 8,079 cars is 777 more than last year, he added.



Mrs. Brown refused to sink

"KEEP rowing or I'll toss you all overboard!"

The threat came from a red-headed woman dressed in corset and bloomers, with a Colt .45 lashed to her waist. And as the crowded lifeboat marked S.S. *Titanic* lurched into the waves, she rowed too, rowed until her hands bled.

Mrs. Margaret Tobin Brown had come a long way to take charge of that lifeboat. Once penniless, she now had millions, for her husband, "Leadville Johnny" Brown, had struck it rich. Once spurned by Denver society, she now hobnobbed with nobility.

But, as she said, "You can't wear the social register for water wings." Her \$60,000 chinchilla cloak covered three frightened children; her other outer garments she had given to elderly women. She swore, threatened, sang grand opera, joked—and kept her boatload of wretched survivors going till rescue came.

When they asked her how she'd done it, she replied, "Typical Brown luck. I'm unsinkable." But it wasn't luck. It was pluck. And Americans have always had plenty of that smiling, hardy courage. When you come to think of it, that's one reason why our country's Savings Bonds rank among the world's finest investments.

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- (35) Poisonous Reptiles
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- (50) Safety in the General Metals Shop
- (51) Safety in Pupil Excursions
- (52) Highway Driving: rules, precautions
- (53) Safety in the Machine Shop
- (54) Summer Jobs
- (55) Motor Vehicle SPEED
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